DOCUMENT RESUME

ED 229 552 CE 035 750

AUTHOR	Bowers, Robert F.
TITLE	Operation Bridge. A Final Report. Book 1.
INSTITUTION	Detroit Public Schools, MI. Dept. of Adult Education.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
PUB DATE	Jun 81
NOTE	104p.; Parts of this document may not reproduce well due to light type.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Counseling; *Adult Educators; Adult Programs; *Counseling Effectiveness; Counselors; Counselor Teacher Cooperation; *Counselor Training; *Inservice Teacher Education; *Internship Programs; Outcomes of Education; Program Effectiveness
IDENTIFIERS	310 Project; Detroit Public Schools MI

ABSTRACT

Operation Bridge was created by the Detroit Public Schools to train counselors to work with adult education students in outreach sites and traditional adult education centers. Thirteen adult educator-trainees received training via course work on the counseling process and counseling practices at Michigan State University, internships at social service agencies, and inservice programs. Through this training, participants significantly increased their positive feelings about themselves, their behavior, and their personal and social selves. These adult advisors then provided academic, personal, and vocational counseling to adult education students. At the conclusion of the training period, adult education students were divided into a control group of 248 who had not had contact with the advisors and a group of the same number of students who had received counseling from the counselor-trainees. The experimental group showed a modest gain in test scores, employment, further education, self-concept, and problem-solving skills as well as a reduction in public assistance and attrition rates. In addition, the group who had received counseling gave positive evaluations of their advisors. Modifications of the training program were suggested for the future. Student and advisor trainee evaluation responses are appended. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED229552

OPERATION BRIDGE

A FINAL REPORT

Book 1

CE035750

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Bowers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Our sincere thanks to the many people and agencies who contributed to the development and implementation of Operation Bridge. Special appreciation is extended to Dr. Harry Woods, Ms. Norma Shanks, Mrs. Barbara Woods, and the entire U.A.E.I. staff.

DETROIT PUBLIC SCHOOLS
CENTRAL BOARD OF EDUCATION MEMBERS
George Bell, President

Alonzo W. Bates
Mary Blackmon
Genevieve Czarnecki
Joan Gacki
Carolyn B. Kennedy
Cecil W. McFadden
Harold Murdock
Gerald J. O'Neill
Rose Mary Osborne
Clara W. Rutherford
Darneau V. Stewart
George Vaughn

Arthur Jefferson
General Superintendent

Ray Ferrier, Divisional Director, Department of Adult Education

George Adams, Region Superintendent, City-Wide Schools

Melvin Chapman, Deputy Superintendent, Division of Education Services

OPERATION BRIDGE

A dissemination project funded under Section 310 P.L. 91-230 Michigan Department of Education, Adult Extended Learning Services, Basic and Continuing Education

Project Director, Dr. Robert F. Bowers

DETROIT PUBLIC SCHOOLS

Department of Adult Education, June 1981

TABLE OF CONTENTS

	Page
Introduction	1
Need	3
Priority	5
State Priorities	6
Selection Process and Orientation	10
Orientation Schedule	12
Michigan State University Work	16
Internships	19
In-Service	22
Final Retreat	26
Retreat Tasks	28
Evaluation Plan - Cadre Members	29
Application of Training	35
Control/Experimental Groups	37
Student Performance and Student Evaluation Of Advisors	39
Rotter Internal-External Locus of Control	40
Final Discussion	47

Appendix I
Student Evaluation Responses

Appendix II
Advisor Training Evaluation Responses

List of Tables

	Page
Pre and Post TSCS Scores - Cadre	33
Multidimensional I - E Scale - Cadre	34
Control Group Data - Student	44
Experimental Group Data - Student	45
Rotter Internal-External Locus of Control	46

OPERATION BRIDGE

INTRODUCTION

The adult student requires as part of his education package proper testing, an adult-oriented curriculum, and the opportunity to interpret solutions based on both actual and vicarious experiences. These tenents of actual and vicarious experiences comprise the academic adult education program. Such open-ended programs often result in frustrated adult students who have achieved certification yet possess few applicable skills for work or worst, no place to perform those learned skills. The academic education for adults can be created, honed and made real by a dedicated adult education staff and administrator.

There remains a problem, however, where intent is not sufficient, where efforts are often muddy rather than clear, where anguish destroys reason, and learning cannot be handled by teachers regardless of how skilled or how clever.

As a crossing guard is not a policemen; cooks are not chefs; apprentices are not journeymen; neither are teachers of adults counselors of adults. There is more, so much more than sympathy needed or fear curtailed.

Adult Education attempts to provide a variety of learning experiences based on specific adult needs. Adult Basic Education, High School completion and the General Education Development (G.E.D.) are but a few of the programs offered in Adult Education. On the other hand, Adult Education should not be viewed as just a process of acquiring academic skills but also a process of training around essential social skills and attitudes

which are necessary for becoming successful, productive citizens.

Authorities in the field of guidance and counseling agree that man's aspirations, choices, and vocational/educational experiences are facets of developmental process. A 1970 position statement endorsed by the American School Counselors Association included the following definition:

> "Developmental guidance is that component of all guidance efforts which fosters planned intervention within educational and other human development services programs at all points in the human life cycle to vigorously stimulate and actively facilitate the total development of individuals in all areas-personal, social, emotional, career, moral-ethical, cognitive, aesthetic..and to promote the integration of the several components into an individual life style. (1)

This continuing process assumes we accept the student where he is and help him progress to the point of his optimum potential. It follows then that the process of understanding one's self and of directing achievement toward specific goals may be of primary importance and consideration in the development and maintenance of an adequate and meaningful adult education program.

With this in mind, can we build into the adult education program, opportunity structures which might help adult students to enhance their perceptions of themselves and each other? Can we provide opportunities for students to learn to function appropriately in realistic, relevant problem encounters that compare with, duplicate or simulate social experiences they will have?

Reflecting on the foregoing questions, it is maintained that the

---

1. "Developmental Guidance," American School Counselor Association Position Statement, The School Counselor, March, 1970, p.270.

cognitive, educational skill training is not enough. Poor self concepts, social, psychological and emotional problems cannot be resolved entirely by exposing the adult student to basic education and/or vocational training only. These kind of problems do not resolve themselves without some awareness on the part of the student and some attempt being made by the institution to assist the student, in helping relationships, to recognize and deal with the problems of adjustment. With the introduction of the project, Operation Bridge, the Detroit Public School's Adult Education Department is attempting to address these issues.

NEED

Who are these adults who need counseling? There are 8,500 adult basic education students in Detroit. The vast majority of them are women, black, heads of households, and they all read below the 9th grade level. There are over 175 out-reach ABE centers and four in-house facilities. Classes are conducted both day and night. Surveys were taken at Urban Adult Education Institute to determine whether or not adult students would accept another adult involved in their problems in a personal advisory capacity.

Sixty-two per cent enthusiastically indicated they would involve themselves in a counseling program. Basic education adult students need help.

Currently, there are 282 men and women enrolled in the Urban Adult Education Institute's reading laboratories alone who read on the 4th grade level or below. More than 75% of the students at Urban Adult receive a stipend from some social agency, e.g., Department of Social

Services, Social Security, Railroad Retirement Board or Vocational Rehabilitation. Even so the mean age for all the 2,200 students who have enrolled in Urban Adult since August, 1979 is only 25.3 years. Without education and without the direction of guidance or counseling that must accompany education, accomplishment stands still. An adult's life remains static; only the years like the numbers on a digital clock click away.

Some of the ABE programs from Detroit Public Schools receive referrals from Veteran's groups and the Veteran's Administration. Urban Adult, alone, has had 120 Vietnam Veterans enrolled in that program since September, 1979.

The Computation, Communication and Coping Skills Project (C^3) of Detroit Public Schools has the awesome burden and myriad problems of prescribing learning for foreign students in an English as a Second Language Program. More than a thousand students are enrolled. Ethnic and cultural traditions have crossed swords there more than once.

Project C^3 maintains ABE classes both at Recorders Court and at a Michigan Correctional Facility Half-way House where, within a square mile more parolees live (500) than any other place in Michigan besides the state's prisons and correctional facilities. The probation departments of all the courts and the parole officers from the prison system refer adult students to Detroit Public Schools Adult Education Programs. They often stipulate to the parolees that education is a requirement upon which their probation or parole is based.

Classes are also held for 1,000 students in adult foster care centers where impaired students whose prognoses indicate they will be released into the world of work. They are trained in Adult Basic Education classes for skills that eluded them in their youth. There are an additional 500 ABE students who are in nursing homes; many of them are not the aged, but

youths who are recovering from traumas induced by accidents, sicknesses or violences. These are the large numbers of adult students that all urban centers enroll; but when one looks at these large numbers, very often they merely reflect only numbers; they do not reflect the individuals whose lives have been torn, ripped and put back together in jagged puzzle pieces that do not really fit but have been forced or mashed together to make a not quite real picture.

A statement of need should tell about the people who make those numbers and indicate how help might have changed their lives.

It goes without saying men or women who have gone to prison, Vietnam or institutions of most kinds need help to re-adjust to the real world; many of whom were never well adjusted the first time. And there are other kinds of prisons; prisons of family or peer group, bondages to welfare or ADC that cripple or maim the spirit, barriers of words never learned that change the simplest questions into disgust of self and belligerence toward the questioner.

PRIORITY

Establishment of National Priorities

Parts of each of the four national priorities are addressed in this project.

1. Expanding out-reach to those adults least educated and most in need. Detroit's ABE program already has an out-reach program that involves 175 sites; there are no counselors, however, within the Detroit Public Schools Adult Education Program. The proposal for this project established seed money that made adult education counseling/advising a reality, in both out-reach and in-house ABE facilities.

2. Identifying and preparing for new and emerging roles

The educational process for Detroit's adult education students is more than adequate. Education techniques are offered in a variety of ways to cover the spectrum of adult student needs. What is not offered is the counseling/advising component that assists the adult student to both reach for potential and to react to education stimuli. The program of adult advising is new, different and experimental. It prepares adult education teachers not only in an academic setting but also in the streets and agencies that have impact on adult's lives.

3. Mastering basic and life skills necessary to function effectively

The adult advisor training was designed to make the adult education advisor a viable force to effect change in adult student lives so that the student may function more efficiently in the student's pursuit of basic and life skills.

4. Dissemination in adult education

This training manual, sumarizing process, tests (both pre and post), and a new advising procedure was developed during the training and implementation period.

ESTABLISHMENT OF STATE PRIORITIES

1. The development of new configurations or combined education delivery systems to expand the opportunities for education for those who are least educated and most in need.

To develop the kind of advisors for adults that adult basic education students need, a different instructional process for those counselors had to be designed. The training could not be

fragmented and wholly academic as university training programs tend to be. The training had to represent both textbook information and classic cases and the opportunity of both observation and implementation on a grander scale than most academic programmers can envision. The training had to approximate the environment in which students find themselves within urban areas. And it is only through the collaborative efforts of the university, the school, and social agency that the creation of such training can come about.

Dr. Norman R. Stewart, a Michigan State University Professor, and author of the text Systematic Counseling, prepared the academic segment of the advisor training with classes held at the Urban Adult Education Institute, Detroit.

Certain social agencies provided sites for on the job training and advisor contacts. Each member of the advisor cadre depended upon the agency sites for explicit non-textbook training.

Adult Education program administrators offered money, staff, adult student accessibility and input for both the training program and the application of techniques developed in the training program. Each of the cadre members were paid during his/her training period. The funds for that payroll came from the budgets of existing adult education programs.

The advisor cadre was exposed to a different kind of training. This training was melded through the collaborative efforts of experts who influence the lives of most of the urban adult basic education students.

1. The development of a system of educational brokering whereby adults of all ages will have a point of reference to which they may turn in order to acquire knowledge of learning resources available to them.

As there are two parts designed in the structure of the proposal

(training and then applications) there are essentially two parts to the brokering system.

a. The training of the advisor cadre was designed to familiarize the advisors not only with the operation of the support agencies that adults in Detroit must deal with, but also with the internal nuance of the support agencies. The training familiarized the advisor with the philosophical approach of those people who actually do the agencies' work.

b. The second part of the brokering system permitted the trained advisor to refer his adult students as clients to the support agency that the advisor knew would handle specific problems of those clients. The added fillip is the awareness by the receiving social agencies of the advisor training program.

2. <u>The development of systems for training and retraining educational personnel working or planning to work with adult populations so that they gain skills in appropriate methodologies, curriculum and the classroom management techniques acceptable for use with an adult population</u>.

The training of advisors who affect adult students' needs had to be uniquely patterned upon those needs. The training encompassed areas that most middle-class adults are aware of only through journalistic tools. The adult advisor had to become for a time, not only aware of the environment within which urban adults exist but also, for a time, be a part of that environment.

The training of the adult advisor was designed so that management skills of counseling will support the academic tools taught in the classroom. This training was designed to make the student in an adult basic education program better able to be a self-sustaining adult.

3. <u>The development of a system to aid in the dissemination of innovative and promising practices in adult education.</u>

The counseling concept for adult education should not be viewed as a pilot project. The success of the project will indicate the training process and application should not be curtailed after one year, leaving an ABE program of 8,500 adult students to be serviced by 13 adult advisors. Detroit Public Schools Adult Program currently enrolls more than 35,000 adults per year in all programs. The task, then, is developing training apparatuses, materials and procedures for replication for a second and even a third year is a necessity.

Out of that need for replication comes a process which can be used for dissemination. There are basically four main parts to this project:

. Selection
. Training
. Application
. Evaluation

A day to day log was maintained by the counselor-administrator, the professional who leads the advisor cadre. The log detailed the processes used in:

. selection
. orientation
. basic problems

The academic curriculum designed by Michigan State University after input with Detroit Public Schools Adult Education Department was journalized with expected goals and objectives, with week to week procedures. Each advisor developed his or her daily summary sheet. Each summary sheet was evaluated and critiqued. An in-service program was scheduled throughout the training and implementation phases.

In July, 1980, The Detroit Public Schools' Department of Adult Education began the task of implementing Operation Bridge. The first step was the selection of potential Adult Advisors. This was accomplished through the Detroit Public Schools' Special Projects Personnel Office.

The criteria for Adult Advisors were established and published throughout the Detroit Public School System.

The important points in that criteria were: Applicants must be certified teachers and they must have had a minimum of two years successful teaching experience in the Department of Adult Education.

We were also looking for persons who, in addition to satisfying certain professional requirements, might provide warm and sensitive attention to the needs of adult learners. Through the leadership of the personnel director and a selection committee comprised of the Project Director, the Detroit Public School's Secondary Guidance Specialist and an Adult Education Administrator, thirteen Adult Education teachers were selected to become members of the Operation Bridge Cadre. These Cadre Members were our future Adult Advisors.

ORIENTATION

The Urban Adult Education Institute had been pre-determined as the central location for the conduct of Operation Bridge. Following the selection of Cadre members, the next step would be orientation for those members. The orientation was conducted over a period of six days. The orientation activities included, an overview of the Operation Bridge Program with its goals and objectives, a description of the training phase and the application phase, pre-testing Cadre members using the Tennessee Self Concept Scale and the I-E Multidimensional Opinion Survey and

reviewing the role and expectations of an adult advisor.

In addition, the internship component was reviewed with attention being given to the goals and expectations inherent in an internship experience.

A unique aspect of the internship orientation involved not only cadre members visiting the selected internship sites during this orientation period but the directors from two of the larger internship locations visited the Urban Adult Education Institute and gave comprehensive presentations to all cadre members as regards their particular locations and activities.

The orientation also included an in-service period with Dr. Jesse James, Assistant Director of Guidance for the Detroit Public Schools. This session was a prototype of the regularly scheduled in-service sessions that were to be held throughout the training and application phases.

An important part of the orientation process involved a joint meeting of cadre and the Adult Education full time administrators. This meeting was important in that the cadre members were introduced to the administrators, the program goals and objectives were re-stated to all administrators and an opportunity was provided for open discussion.

The administrators were further provided an opportunity to ask questions regarding the Adult Advisors' duties and responsibilities as well as administrative accountability for Adult Advisor Supervision.

Finally, the cadre members were provided with an overview of the proposed Michigan State University's counseling course work and the stage was now set for cadre registrations for two courses to be conducted by Michigan State University Personnel.

ORIENTATION SCHEDULE

Orientation for adult advisor cadre members was held at the Urban Adult Education Institute, 9027 John C. Lodge beginning Monday, September 8, 1980.

LOCATION: Speech Department Conference Room - First Floor

Monday, September 8, 1980

8:30am - 9:30am	-	Introductions Overview of Total Program Training Phase Application Phase
9:30am - 11:00am	-	Administer Tennessee Self Concept Scale and I - E Multi-dimensional Adult Advisor Expectations Role of the Adult Advisor Training and In-Service Schedule
11:00am - 12:00pm		Lunch Break
12:00pm - 1:45pm		Michigan State University Training Component Goals, Expectations Orientation: Tuesday, September 16, 1980

Internship Component

Sites, Goals, Expectations

1:45pm - 2:00pm - Break

2:00pm - 3:30pm - Accounting Procedure

A. Journals Form, purpose and advisor responsibility

B. Summary Sheets Forms purpose and advisor responsibility (internships)

C. Selection of Internship Sites

Tuesday, September 9, 1980 On-Site Orientations

9:30am - 11:30am - Two interns report to 1534 Webb, Mr. Leroy Bywarters, Ms. Linda Lee

One intern report to Butzel Family Center 7737 Kercheval, Ms. Darlene Knapp, M.S.W.

One intern report to Eastside Rehabilitation Mental Health Center 587 E. Grand Blvd. Mr. John Kosik, M.S.W., A.C.S.W.

9:00am - 12:00pm	Two interns report to Michigan Employment Security Commission 7310 Woodward - Room 417, Ms. Helen Canady
	One intern report to Detroit East Mental Health Center 9641 Harper, Mr. Larry Parker

Wednesday, September 10, 1980

8:30am - 9:00am	Summary of On-Site Orientation
9:00am - 11:00am (4 interns placed)	Probation Department Mr. William R. McBride
11:00am - 11:15am	Break
11:00am - 1:15pm (3 interns placed)	Detroit Health Department Substance Abuse Mr. Rick Talley Mr. Jim Ray
1:15pm - 2:15pm	Lunch
2:15pm - 3:30pm	Summary of On-Site Orientation

Materials:

Operation Bridge Abstract

Operation Bridge Fact Sheet

"Problems in Preparing Teachers as Guidance Workers." James W. Costar, M.S.U.

Thursday, September 11, 1980

All cadre members reported to their teaching assignment

Friday, September 12, 1980

8:30am - All cadre members reported to their teaching assignment

1:00pm - Cadre members reported to Urban Adult Education Institute with full time adult education administrators

2:00pm - 3:30pm Orientation Wrap-Up

Tuesday, September 16, 1980

8:30am - 11:30am - Michigan State University Orientation

Michigan State University Course Work Began

Wednesday, September 24, 1980 and each succeeding Wednesday 9:00am - 12:00pm and ending December 3, 1980

Friday, September 26, 1980, 9:00am - 12:00pm and each succeeding Friday except for Thanksgiving week and ending December 5, 1980

MICHIGAN STATE UNIVERSITY COURSE WORK

The Michigan State University course work began with registration. Under the direction of Dr. Charles Jackson, Director of Michigan State University's off-campus location in Birmingham, Michigan, the cadre members registered for two courses; the Counseling Process and Counseling Practice. The Michigan State University staff, comprised of Drs. Jackson, Stewart and Warfield met with the cadre at this time. Dr. Norman R. Stewart, author of Systematic Counseling and the senior professor in this venture taught the Counseling Process. This three hour course presents a general strategy for the counseling process called Systematic Counseling. This strategy covers all stages of the Counseling Process. Each stage of the process is called a subsystem within the counseling system. Dr. Martha Warfield taught Counseling Practice. This course defines and models a variety of counselor response skills and strategies designed to be used within the context of the helping interview. The emphasis in this course is to examine the different types of responses used by counselors when working with a client and define their importance and use in the counseling process. Attention is also given to the ability to accurately distinguish between the appropriate use of responses in reaching the goal of a particular stage in the counseling process. In contrast to Counseling Practice, the course, Counseling Process focuses upon changes in the nature of interaction as counselor and client progress through the counseling process. Counseling Process also provides the foundation for the study of counseling strategies, but does not duplicate the course, Counseling Practice. A variety of experiences are provided for the two courses. In addition to lecture and discussion, the making of cassette tape recordings of counselor

performance at four critical points in the counseling process were required. With the assistance of Mr. Henry Cade, Education Consultant from Wayne State University's Detroit Center for Professional Growth and Development, video tape recordings were made and critiqued and behavior rehearsal under directions of the professors was an important facet in this area of training.

The adult advisor is charged with the responsibility of establishing systematic academic counseling for students. The Michigan State University course work that is relevant to this charge includes the following:

1. Learn the basic vocabulary, rational and procedures for systematic counseling.
2. Observe counselors using systematic counseling and identify appropriate counselor performance.
3. Acquire experience through video and audio tapes, containing role playing and simulated interviews.
4. Practice systematic counseling in an actual work setting and receive feed back concerning performance.
5. Identify trends presently used in interviewing by counselors.
6. Define strategies of interviewing through counseling practice.
7. Establish techniques of counseling and interviewing.
8. Plan strategies to enhance the interview process.
9. Develop and practice basic skills relevant to counselor responses during the interview.
10. Establish frame of reference for communication effectively with a client.

Material covered in the Michigan State University course work includes all of the preceding as well as:

1. Reading of the text, Systematic Counseling.
2. Practicing the system through the use of video and audio tapes.
3. Observing, listening and interacting with fellow cadre members using systematic counseling as a basis.

4. Presenting oral reports which provided additional expertise for continuing growth in the development of counseling procedures.

INTERNSHIPS

Concurrently with the Michigan State University course work each cadre member served eight hours per week as an intern in a local social agency. It was important that cadre members receive preparation in community agencies that impact the lives of adult learners. The concept of internships reflect an attempt to approximate the environment in which adult students find themselves within urban areas.

The Frank Murphy Hall of Justice is the headquarters for the Probation Department of Recorders Court. The Probation Department in addition to providing probationary services to ex-offenders, operates a psychiatric clinic and a residential home for female parolees called Evangeline House. Three cadre members were placed in this location.

The Butzel Family Center under the direction of a Social Work Specialist, is a center offering group work, individual counseling and recreational opportunities for men and women over 55 years of age in the Detroit Metropolitan Area. One cadre member served in this location.

The Detroit Health Department furnished two internship locations. These locations were devoted to Substance Abuse. The purpose of the program is to provide rehabilitative services to opiate abusers in order to assist them in becoming independent of opiate use and able to lead constructive, self-reliant life styles. The services offered includes 7-21 day methadone detoxification, methadone treatment beyond 21 days, acupuncture, hypnotherapy, transcendental meditation, individual and group therapy, vocational, psychological, legal and medical service. Dr. Norman Stewart consulted on location with the medical doctors in this program. Three cadre members served in these locations.

The Harper Gratiot Multipurpose Center was the location for the Detroit East Mental Health Clinic. This clinic provides counseling, psychiatric and medical care for financially needy individuals on referral from county and state facilities for Mental Health. A variety of services are provided in this location. One cadre member was placed at the Mental Health Clinic and became familiar with the other services provided here.

The Michigan Employment Security Commission accepted two cadre members for internship. The purpose of this agency is to bring prospective employer and employee together through such procedures as receiving job orders, establishing a job bank, evaluating and testing clients for job placement and making job placements. The Michigan Employment Security Commission, in addition to providing unemployment benefits, also keeps abreast of the changing job market and provides counseling for a variety of clients. The Detroit Rehabilitation Center operates a clubhouse for persons 18 years of age and older who have been phased out of a state hospital and live in the East Detroit Catchment Area. This facility offers vocational counseling, job training and job placement to members of the clubhouse. One cadre member was placed in this location.

The Lula Belle Stewart Center provides services that assist young, low-income, single and expectant parents. These services include individual, conjoint, family and group counseling, referrals and follow-up for these clients in the area of medical care, continuing education, job training, employment, financial assistance, temporary residential care, career guidance, child care and other concrete linkages to the community resources. Again, Dr. Stewart visited this site, to consult with the two cadre members who were placed here.

All cadre members were assigned fourteen (14) hours of training per week. Each administrator was requested to take this into account in the preparation of his/her building or location payroll. It was further suggested that all cadre members report this training time in the same manner as teaching time is reported.

NAME	LOCATION	DAY	TIME
L. Barnett	Probation Department	Wed.-Thur.	1:00-5:00pm
R. Beck	Substance Abuse-Health Dept.	Wed.-Thur.	12:00-4:00pm
R. Cafagna	Detroit East Mental Health	Wed.-Thur.	12:00-4:00pm
E. Gagliardi	Lula Belle Stewart Center	Wed.-Thur.	12:00-4:00pm
R. Kustra	Butzel Family Center	Wed.-Thur.	12:00-4:00pm
B. Lewis	Substance Abuse-Health Dept.	Wed.-Thur.	12:00-4:00pm
C. Maxie	Probation Department	Tues.	8:30-4:30pm
C. McGill	MI Employment Security Comm.	Tues.-Wed.	12:00-4:00pm
M. Meeks	Probation Department	Tues.-Wed.	1:00-5:00pm
L. Moore	Eastside Rehabilitation	Thur.	9:00-5:00pm
J. Rasberry	Substance Abuse-Health Dept.	Wed.&Fri.	12:00-4:00pm
W. Rej	MI Employment Security Comm.	Tues.-Wed.	12:00-4:00pm
I. Sinclair	Lula Belle Stewart Center	Wed.-Fri.	12:00-4:00pm

July, 1980

OPERATION BRIDGE

IN-SERVICE TOPICS

This outline was prepared by the Project Director at the beginning of Operation Bridge.

I. STUDENT EXPECTATIONS
   A. REALISTIC GOALS
   B. ACADEMIC EVALUATION - TRANSCRIPTS, TEST SCORES, etc.

II. CULTURAL DIFFERENCES
   A. REGIONAL
   B. URBAN - RURAL (SUB CULTURAL)

III. ATTITUDES TOWARD DIFFERENCES
   A. CLASS - SEX - RACE

IV. TAKING CHARGE OF ONE'S LIFE
   A. PERSONAL MASTERY

V. COMMUNITY RESOURCES
   A. REFERRALS

VI. CAREER GUIDANCE
   A. SELF AWARENESS
   B. EXPLORATION
   C. EMPLOYMENT
   D. HIGHER EDUCATION
   E. VOCATIONAL - TECHNICAL TRAINING

VII. CLASSROOM MANAGEMENT

VIII. GROUP COUNSELING
   A. GUIDED GROUP INTERACTION (G.G.I.)

IN-SERVICE SCHEDULE

The in-service component of Operation Bridge's training model was signed to enhance and upgrade interpersonal and group interaction skills. addition, cadre members were provided with opportunities to explore reer guidance activities and referral sources. A total of eighteen urs in-service complemented our course work and internship experience lequately. It was requested that cadre members be released from their signment to participate in the in-service activities scheduled for the llowing times and dates:

Thursday	October 2, 1980	4:00pm
Thursday	October 16, 1980	4:00pm
Wednesday	December 10, 1980	12:00pm
Friday	December 12, 1980	12:00pm
Wednesday	December 17, 1980	12:00pm
Friday	December 19, 1980	12:00pm

In addition to the in-service dates listed, it was the intention the project director to utilize the one hour period following each dnesday and Friday class period for individual and/or group conferences d/or consultation with all adult education administrators and cadre mbers.

Beginning with the application of the training phase, in-service sessions re conducted each Friday morning beginning January 16, 1981 from 9am to noon.

IN-SERVICE (AN OVERVIEW)

January, 1980

is outline was prepared by a committee of Adult Advisors during the nal retreat prior to assignment and application of training.

I. Objectives: To provide a creative well from which cadre advisors can draw in the following areas:

A. Community Resources

1. Directories
2. Agencies
3. Hot-lines
4. Apprenticeships, job training
5. Employment opportunities
6. Guest speakers
7. Testing

B. Techniques in Group Dynamics, Self-awareness, Values Clarification, etc.

1. Interaction skills
2. Social skills

C. Sharing Concerns

1. Rap sessions
2. Advisor advocacy
3. In-service with cadre II

I. Resources: Invite a person to teach us how to use the guides and directories for community agencies, i.e.

Family Service Agency

Child Abuse

United Foundation

II. Representatives from various agencies i.e.

MESC Financial Aid

Job Corps

Unemployment Compensation

Department of Social Services

CETA

III. Vocational - Job Development

Testing - Survey for skills abilities

Job Fairs

MOIS

Current job opportunities

IV. Reinforce counseling skills learned during MSU courses (time to review counseling process)

V. Individual Presentations

Cadre members will present sessions about their experience.

VI. Sharing sessions about our concerns

A. Social plans

B. Advisors advocacy - present concerns to state and to the Detroit Public Schools

VII. In-service sessions with cadre II - September, 1981

FINAL RETREAT

Upon completion of the training phase which consisted of Michigan State University course work, internships and in-service, the cadre members met at the Mercy College Conference Center for a final overnight retreat before beginning the application phase of Operation Bridge. The cadre members met at this location for the purpose of post-testing, evaluation of training, preparing for dissemination and preparing for assignments as adult advisors in the Detroit Public Schools' Adult Education Program. Dr. Norman Stewart also provided consultation services at this workshop. Three groups were formed with each group being assigned to a specific task for the purpose of evaluating and making recommendations. These groups were, Michigan State University course work, internship agencies and in-service. At the end of the first day Dr. Stewart addressed the cadre in terms of their training and application of training. As he summed up the total experience, Creativity, Concepts, and Camaraderie were his final words to the new Adult Advisors. In the morning of the second and final day of the retreat, the adult advisors conducted their own period of summing up. This included post-testing the instruments that had been administered four months previous.

The full time Adult Education administrators under the leadership of Mr. Ray Ferrier, Divisional Director of the Adult Education Department, Detroit Public Schools, arrived at the retreat site during the morning of the second day. The purpose of this meeting was to make final assignments of Adult Advisors to the Adult Education locations and review the duties and responsibilities of the advisors. Administrators and cadre members were given the opportunity to engage in frank and open discussion and clarify various issues that pertained to the Adult Advisors

as a new member of the Adult Education Team. The Adult Advisors received their final charge from the administrators before beginning the application phase of Operation Bridge.

RETREAT TASKS

1. Advisor Training Self-Evaluation

2. Internship Summaries

3. Post Test
   a. TSCS
   b. Rotter I-E Multidimensional Scale

4. Edit Journals for Dissemination

5. Develop Topics for Dissemination Brochure
   a. Introduction and Rationale
   b. Training Process:
      (1) Course Work
      (2) Internships
      (3) In-Service
   c. Risk Factors
   d. Recommendations

EVALUATION PLAN

The evaluation of the 1980-81 Detroit Public Schools' Adult Education Operation Bridge Project includes an analysis of data obtained from the Tennessee Self-Concept Scale and the Multidimensional Internal-External Control Survey. These instruments were administered to all adult advisor trainees.

The impact of the Operation Bridge Training Process on the self-concept was measured using the Tennessee Self-Concept Scale. The scale consists of one hundred (100) self descriptive statements which the subject uses to portray his/her picture of self. Scores were obtained from pre and post administration of the instrument and were used to determine changes in self-concept during the training process.

Different attitudes of Cadre members were also measured as part of the evaluation plan. The Multidimensional Internal-External Locus of Control Reinforcement Scale, developed by Patricia Gurin, et. al. 1969, was used to measure a student's sense of control over external events. This instrument is a questionnaire which consists of thirty-nine pairs of alternative responses. Each student independently selects the one alternative which he/she feels is true or which he/she would like to be true. Scores were obtained from pre and post administrations of the instruments and were used to interpret changes in perceived control over external events after program participation. A higher score on the administration of the instrument indicates an increased sense of control over external events.

These two instruments were administered to all cadre members at the beginning and ending of the training process.

TENNESSEE SELF-CONCEPT SCALE

Thirteen (13) sets of data were available for analysis. The TSCS reports on the following scores were included in the analysis:

1. Self-Criticism Score

   This score explores individual defensiveness and indicates individuals who may be making an effort to present a favorable picture of themselves. Low scores suggest defensiveness and efforts to present a favorable picture of self. High scores generally indicate a normal, healthy openness and capacity for self-criticism.

2. Total P Score

   This score is the most important single score on the test and reflects an individual's overall level of self-esteem.

3. Identity Score

   These scores indicate self-identity - how the individual sees self. High scores suggest a positive view of self and low scores a negative view of self.

4. Self-Satisfaction Score

   This score measures how an individual feels about the self as perceived. The score reflects the level of self-satisfaction or self-acceptance.

5. Behavior Score

   This score indicates the individuals' perception of their own behavior, how they act. High scores suggest a positive view and low scores a negative view.

6. Physical Self Score

In this score, the individual presents his view of his body, his state of health, his physical appearance, skills and sexuality.

7. Moral-Ethical Self Score

This score describes the self in terms of a moral-ethical frame of reference. Religious values, "goodness" or "badness" and relationship to God are part of this score.

8. Personal Self Score

This score reflects one's feelings of adequacy, worth and value from an individual or personal frame of reference.

9. Family Self Score

This score reflects one's feelings of adequacy, worth and value as a family member.

10. Social Self Score

This score reflects an individual's sense of adequacy and worth in social interactions and with people in general.

Multidimensional I-E Scale (with emphasis on Race Ideology)

Patricia Gurin, et. al. 1969

DESCRIPTION

The multidimensional approach is based on two key distinctions. The first, a distinction between self and other, highlights the fact that a person may feel he is in control of his own life, yet believe that people in general are not; or--as is more likely for a poor man or a victim of discrimination--he may feel that most people control their destinies, although he himself does not. A second distinction, important for studies of Negroes in American society, Gurins have labelled "individual vs. system blame." The issue here is whether a black person sees individual qualities of Negroes or social system factors as the key determinants of his fate.

Gurin et al. factor-analyzed a pool of items used in a recent study of Negro college students and obtained evidence for the distinctions just outlined. Included in the factor analysis were the 23 items of the Rotter I-E Scale, three items from the Institute for Social Research Personal Efficacy Scale, and a set of questions, in the same forced-choice format, written especially to tap beliefs about the operation of personal and external forces in the race situation in the United States.

In view of the fact that the Cadre membership is composed of seven blacks and six non-blacks, it was decided to use Gurin's multidimensional approach rather than the traditional Rotter I-E Scale.

TABLE I

September, 1980

January, 1981

Pre and Post TSCS Scores for Operation Bridge Cadre Members

(N=13)

		PRE		POST		
	Score	Mean	Standard Deviation	Mean	Standard Deviation	t
1.	Self-Criticism	32.15	5.93	33.92	6.94	- 1.48 *
2.	Total P	386.38	21.42	393.15	32.41	- 1.39 *
3.	Identity	137.08	5.58	137.69	9.01	- .43
4.	Self-Acceptance	122.31	12.41	126.08	16.00	- 1.30
5.	Behavior	127.00	7.96	129.38	10.81	- 1.63 *
6.	Physical Self	76.92	5.60	76.77	7.00	..10
7.	Moral-Ethical Self	81.15	5.27	81.23	7.22	- .07
8.	Personal Self	75.00	4.46	77.08	7.90	- 1.37 *
9.	Family Self	75.62	5.23	77.38	7.40	- 1.28
10.	Social Self	77.69	5.70	80.00	7.02	- 1.94 **

* $p < .10$

** $p < .05$

The data in Table I suggests that the Cadre Members statistically significantly increased:

(1). Their capacity for self-criticism

(2). Their overall level of self-esteem

(3). Their perception of how they act in a positive manner

(4). Their feelings of adequacy, worth and self value

(5). Their sense of adequacy, worth in social interactions with people in general.

It appears that during the period of their participation in the Operation Bridge Training Phase, participants significantly increased their overall feelings about self, their behavior, their personal and social self in a positive direction. It may be concluded that the experiences included in the training phase, facilitated positive changes in self-esteem.

Multidimensional Internal-External Scale

Data from pre and post administration of the Multidimensional Internal-External Locus of Control Scale were examined for all cadre members. The thirteen (13) cadre members completed pre and post tests on this instrument. An analysis of these data revealed a pretest mean of 16.23 and a posttest mean of 21.92. Using Sandler's A test for significance, there was statistical significance at the .01 level.

TABLE II

Multidimensional Internal-External Locus of Control Scale

(N = 13)

	Mean	Standard Deviation	t
PRE	16.23	5.46	
POST	21.92	6.83	.1311*

* $p < .01$

These results indicate that participants did increase, at a very significant level, their sense of personal control in their lives, their work and the community.

APPLICATION OF TRAINING

At the moment that a student meets with and begins to interact with a teacher, the process begins. Adult Education students bring a variety of personalities, ethnic heritages, abilities concerns and aspirations to a variety of classroom locations. The large, stable in-house centers such as Urban Adult Education Institute, Ruthruff Adult Day School, Trombly Adult Day School, and the Majeske Adult Day Center provide opportunities for the adult advisor to work in a rather traditional one-on-one manner in addition to group sessions. The adult advisor also worked in a variety of out-reach locations. One location, the Greater Detroit Society for the Blind is one of the most unique. Here the adult advisor works with an Adult Education Teacher and a braille teacher in providing services to blind students as they work towards attaining a G.E.D. or upgrading their basic education skills.

The Department of Social Services provides a facility for adult learners to study. At this location the adult advisor works with students conducting a Job Club. In this setting the advisor assists the teacher in helping students locate job openings, prepare for job interviews and generally upgrade employability skills.

Finally, advisors have become involved with Adult Education Teachers in yet another manner. They have served as presenters and resource persons for an Adult Education Teachers' workshop. They conducted mini sessions in a variety of areas such as Values Clarifications, demonstrating the use of the California Career Occupational Preference System, The Michigan Occupational Information System and Special Needs Counseling.

IMPLEMENTATION and APPLICATION of TRAINING OBJECTIVES

The adult student requires as part of his education, such guidance

activities as appropriate testing and placement. These experiences are designed to assist in the acquisition of problem solving skills and opportunities for the development of realistic goals commensurate with skills attained. While we may expect adult education teachers to function as members of an educational team designed to promote and implement such guidance experiences, we cannot expect them to be the sole providers of these services. Operation Bridge is attempting to provide the adult education teams with a member; a team member specially trained, and assigned to provide such guidance and counseling services as may be needed in the variety of adult education locations. These services shall include but not be limited to:

ACADEMIC COUNSELING

1. The adult advisors have established systematic academic counseling for students, providing checks and follow-ups at regular intervals.
2. The adult advisors have assisted students in the identification of academic expectations required for their intended fields of endeavor.
3. The adult advisors have established short-term and long range counseling relationships with adult learners in order to help gain more positive academic goals.

PERSONAL COUNSELING

4. The adult advisors have applied their training to counsel and/or remediate the urgent daily needs or crises that adult learners frequently need resolved enabling them to be more receptive to learning.
5. The adult advisors have helped students realize and remediate their concerns.
6. The adult advisors have created standard referral procedures with collaborative agencies for such cases that cannot be adequately dispensed by the cadre themselves, or when their expertise does not meet students' needs and expectations.

VOCATIONAL COUNSELING

7. The adult advisors have helped students determine where they are not only on an academic or a social continuum, but, more importantly, where they are on a professional continuum.
8. The adult advisors have helped students decide where they want to go on that continuum, and the requirements and responsibilities they must face to reach their goals.

The variety of locations include 175 Out-reach Adult Basic Education Centers and three in-house facilities. It was the intent of this project to provide guidance and counseling services to an appropriate number and cross section of these students. The trained cadre members, designated as Adult Advisors, were assigned in cooperation with the Adult Education full-time administrators. Assignments were made based on specific criteria and such other consideration as may be raised by individual administrator needs.

CONTROL/EXPERIMENTAL GROUPS

The Operation Bridge proposal also provided for the identification of a control group and an experimental group for the purpose of evaluation and measurement of program goals and objectives. To maintain the integrity of the proposal, two groups of students were established with 248 members in each group.

One group of 248 students is the experimental group that received counseling along with their regular academic classes. Specific out-reach centers and specific in-house classrooms which accomodate approximately 10-15 students each, were pre-determined and designated as Group A (the experimental group). Group B, the control group, was determined in the same manner as Group A. The specific out-reach centers and specific in-house classrooms in Group B were area counterparts of Group A; that is,

they were selected from the same population. Every effort was made to make these groups as representative and as adequate a sampling as possible of the adult population attending adult education classes in the city of Detroit. The areas considered in measuring counseling effectiveness include:

- Statistical comparison of post-achievement scores.
- Statistical comparison of the attrition rates.
- Review of attendance patterns.
- Numerical comparison of students who became employed.
- Comparison of students who go on to higher education.
  a. High school completion
  b. G.E.D. classes
  c. Community colleges
  d. Apprenticeship trades
  e. Universities
- Evaluation and comparison of self concept tests.
- Comparison of test results on Vocational/Occupational awareness information necessary for acquiring a job.
- Comparison of tests on problem-solving skills.
- Numerical comparison of the number of students who left public assistance.

Some of the materials and resources used to evaluate the areas vocational/occupational awareness and problem solving skills were taken from the Michigan Life Role Competencies.

STUDENT PERFORMANCE AND STUDENT EVALUATION OF ADVISORS

It had been stipulated in the Operation Bridge proposal that an attempt would be made to gather data relevant to student performance as a consequence of adult advisor intervention. In addition, the proposal included a Student Evaluation of Advisor form. In preserving the integrity of the Operation Bridge proposal and objectives, a presentation of that data and discussion follows.

Table III and IV represents data collected on 248 members of the control and experimental groups. The groups were matched as close as possible as regard to age, sex, ethnic background and program enrollment. The mean reading and math scores further support the match. The significant areas of measurement include absenteeism, dropouts, acquisition of jobs, high school completion, G.E.D. acquisition, enrollment in higher education or technical programs/apprenticeships and general assistance independence. While the numbers are small, it is interesting to note that the experimental group showed modest gains in each of these areas with the exception of school absences. We attempted to measure school absences independently of class absences, however, in retrospect, we did not take into account that the out-reach location programs operate somewhat differently from the in-house programs. That is to say, an individual attending an in-house location may attend a minimum of three classes per day in one location but an individual attending an out-reach location may only attend one class per day. At any rate, the area of attendance continues to remain a critical problem in adult education. It was gratifying to note, however, that the number of dropouts in the experimental group remained lower than the number of dropouts in the control group.

Another area of measurement included a portion of the Michigan Life Role Competencies (MLRC) involving employability skills. Advisors and teachers worked with the experimental group using these materials. The control group was not afforded this opportunity. A test containing 59 items directly related to employability skills was administered at the end of the academic year and the respective means are reported at the bottom of Tables III and IV. It should be noted that much of the material included in the MLRC may very well have been taught to all students (control and experimental) in the adult education program at sometime previous to the implementation of Operation Bridge. If the control group had achieved a higher mean, than the experimental group, this would have caused some concern. As it stands, we are comfortable with these results.

THE ROTTER INTERNAL-EXTERNAL LOCUS OF CONTROL

The Rotter Internal-External Locus of Control Reinforcement Scale was used to measure a student's sense of control over external events. This instrument is a questionnaire which consists of twenty-nine pairs of alternative responses. Each student independently selected the one alternative which he felt was true or which he would like to be true. Scores were obtained from pre- and post administration of the instrument and were used to interpret changes in perceived control over external events after program participation. A higher score on the post administration of the instrument would indicate an increased sense of control over external events. It is suggested here that an increased sense of control over external events is directly related to one's perception of self.

Simply stated, a person's self-esteem grows proportionately with his sense of control over the external events that affect his life.

It was imperative that our advisors adopt this theoretical concept, and as a consequence, work, with students towards the achievement of this goal.

Now then, this was a noble cause and effort, however, we did not take into account the general student resistance to testing whether real or implied. For example, the I.E. Scale was described to students as, a questionnaire that had no bearing on their course work grades. Yet many students very quietly and subtly found ways to avoid post administration. In addition, we discovered that students in the outreach locations,some of whom attended classes once or twice per week, were much more difficult to commit to a pre-post instrument administration.

The Rotter I.E. Scale data is presented in Table No. V. The significant results are presented as follows: In the control group a total of 134 students completed the pre-test however, only 86 students completed the pre and post tests. In the experimental group a total of 159 students completed the pre-test while, 117 students completed the pre and post tests. When means were computed for those groups completing both the pre and post tests, it is encouraging to note that the control group pre and post means were almost identical, however, the experimental group post mean exceeded the pre-test mean by a full two points. Because of the inconsistency in pre-post testing we did not attempt to apply any "t" test for significance. On the other hand, we did measure the percentage of positive - negative growth and the percentage of NO CHANGE. Column six indicates a positive growth of 57% among the experimental group as compared to a 19% growth among the control group. At the same time, the control group shows over 19% negative growth compared to the experimental group's almost 7% negative growth. The NO CHANGE column (column 8) refers to students who had identical scores on both the pre and post tests. The control group showed

6% registering NO CHANGE as compared to the experimental group's 9%. This smaller percentage of NO CHANGE together with the smaller percentage of negative growth and the very much higher percentage of positive growth would suggest that the experimental group responded in a much more positive manner than the control group.

We are not attempting to claim that this data proves anything. We are suggesting that the influence of the adult advisors' intervention might warrant further investigation. In relation to the amount of money expended for this program and the man hours of training involved, the investment was a successful one. The data that has been gathered is provocation enough to suggest for the future, a controlled experiment with stipulations pre-determined. Further, in such a controlled experiment, the advisors charged with delivering the services would be trained more thoroughly in the data gathering and research aspects. Their training during this first time around focused more on service delivery than on data gathering and research techniques.

STUDENT'S EVALUATION OF ADVISOR

In reviewing the Student Evaluation of Advisor forms it was extremely encouraging to note the overall positive responses. These forms were given randomly to a variety of students who were serviced by the advisors. They do not necessarily reflect the views of the specific experimental group, but rather the views of a variety of students who were in some manner in contact with members of the advisor cadre.

In response to item #4 which asked for students to describe how they were helped, the following areas were specifically identified: employability skills, maintaining a job, G.E.D. preparation and acquisition, self-evaluation, increasing self-confidence, developing decision making skills, referral resources, receiving in-

formation and gaining insight.

Item #6 revealed that an overwhelming number of students believed that they had changed opinions about themselves in that they were being more realistic in their out look, increased self-esteem, in better control of self internally and encouraged to continue in higher education.

In item #8, the changes reflect student interest in offices for counselor/client privacy, an increase in length and number of sessions as well as an increase in audio-visual materials.

Finally, in response to item #9 students repeatedly used such terms and phrases as "warm-hearted", "understanding", "sincere", and "takes time to listen" in rating their advisors.

TABLE III

OPERATION BRIDGE

Control/Experimental Data

Date June 1, 1981

(Circle One)
Control - Experimental Group # 248

Time Interval Jan. - May 1981

Location _____

Adult Advisor _____

Areas	Frequency (Tally)	Total
Absences - Class		678
School		986
Dropouts		94
Mean Reading Score	6.4	
Mean Math Score	5.6	
Acquired Jobs	12	
H.S. Completion	1	
GED Completion	27	
Enrolled Community College	4	
Enrolled Apprenticeships/Tech School	2	
Enrolled Universities	1	
Left Public Assistance	2	

MLRC MEAN 43.3 out of possible 59

Pre I.E. MEAN 13.2

Post I.E. MEAN 12.9

RFB/nfs
3-2-81

TABLE IV

OPERATION BRIDGE

Control/Experimental Data

Date June 1, 1981

(Circle One)
Control - Experimental Group # 248

Time Interval Jan. - May 1981

Location _____

Adult Advisor _____

Areas	Frequency (Tally)	Total
Absences - Class		569
School		1191
Dropouts		82
Mean Reading Score	6.6	
Mean Math Score	5.9	
Acquired Jobs	22	
H.S. Completion	4	
GED Completion	41	
Enrolled Community College	13	
Enrolled Apprenticeships/Tech School	11	
Enrolled Universities	8	
Left Public Assistance	7	

MLRC MEAN	47.2	out of possible 59
Pre I.E. MEAN	12.7	
Post I.E. MEAN	13.4	

RFB/nfs
3-2-81

TABLE V

ROTTER INTERNAL-EXTERNAL LOCUS OF CONTROL REINFORCEMENT SCALE

NAME/GROUP CONTROL	Pre and Post Test N Complete	Pre Test Only N Incomplete	N Total	M Pre Test	M Post Test	N's Pre - Post % of Score Difference: Positive Growth	Negative Growth	No Change	Incomplete N. A.	Score Point Difference of Pre-Post Scores
1	5	14	19	14.68	-11.40	19.40	18.65	26.11	35.82	-222.
2	15	0	15	12.53	-12.33					- 3.
3	6	5	11	12.00	12.33					- 58.
4	15	0	15	12.13	-11.73					- 6.
5	6	4	10	13.50	-13.17					- 56.
6	10	0	10	11.10	14.40					+ 3.
7	5	2	7	11.28	12.60					- 16.
8	1	2	3	12.00	13.00					- 23.
9	1	8	9	14.78	-11.00					-122.
10	1	10	11	20.64	-20.00					-207.
11	6	3	9	13.44	14.17					- 36.
12	15	0	15	11.80	12.27					- 7.
TOTAL	86	48	134	13.43	-12.33					
Mean Pre Test	12.34	15.38	13.43							
Post Test	-12.33					%	%	%	%	
Experimental										
1	13	3	16	13.19	14.62	57.23	6.91	9.43	26.41	- 21.
2	10	0	10	15.30	16.90					+ 16.
3	15	0	15	12.27	14.33					+ 31.
4	2	2	4	12.00	13.00					- 22.
5	8	0	8	11.13	15.50					+ 35.
6	2	5	7	15.57	-14.00					- 81.
7	0	7	7	12.29	- 0					- 86.
8	3	6	9	12.00	16.00					- 60.
9	4	7	11	14.00	16.50					- 88.
10	7	3	10	12.60	13.29					- 33.
11	9	6	15	13.13	15.44					- 58.
12	5	2	7	14.57	-14.40					- 30.
13	9	1	10	10.30	12.67					+ 11.
14	15	0	15	11.67	13.93					+ 34.
15	15	0	15	13.00	14.27					+ 19.
TOTAL	117	42	159	12.83	14.58					
Mean Pre Test	12.69	13.21	12.83							
Post Test	14.58									

FINAL DISCUSSION

Operation Bridge is an innovative approach to guidance and counseling in the adult education program, however, its survival will not be attributed to an innovative approach but rather to the degree and extent of its impact upon adult learners.

Any discussion of the overall impact should briefly examine each of the three training components; university course work, internships and in-service. In order to lend credibility and legitimacy to the program, the professional, academic course work is essential. The academic component provides the teacher-trainee with theoretical and philosophical foundations as well as opportunities to practice those skills which are being taught in the classroom.

It is important to the teacher-trainees that they understand clearly, many of the responses and strategies involved in a helping relationship; responses and strategies that have been previously used by teachers without fully understanding what they were or why they were successful or not.

Internships serve as on the job training experiences. One cannot overemphasize the importance of field training for persons involved in helping other people. A knowledge of the intricacies and internal structures of our social agencies, is a must for adult advisors. As we reflect on this past year's program, certain aspects suddenly become extremely important. For example, it is recognized at this time that the advisors might well have benefitted from a minimum of two contacts (placements) rather than one. Further, now that we have experienced one year, we recognize that it is appropriate to prepare a placement design or out line that would address specific kinds of experiences desired during the placement.

Each agency is unique and while placements are designed for trainee experience in working with others, each agency offers rather specific experiences.

While our trainees provided expertise and support in the agencies, we are not too sure that the agency budgets would allow for assistance in paying for these internships. If the interns were being prepared to remain in the agencies, that might change the out look considerably.

It was unfortunate this first time around that the Detroit-Wayne County Department of Social Services did not participate in the internship component of Operation Bridge. We did have an excellent Job Club Program in one D.S.S. office in which one advisor worked cooperatively with the ABE teacher during the implementation phase, however, our advisors did not have an opportunity to serve as interns in a D.S.S. location. It is hoped that any future internship locations would include a Department of Social Services General Assistance Office.

In-Service is an on going process. No training program should exist without adequate and appropriate in-service. In our Operation Bridge program, the in-service program was planned to be held on Fridays at the end of the week. This may have given the impression that it was an afterthought, or something that was needed to complete an advisor's work week. As we reflect, this practice should change. In-Service is important enough to stand alone. It may have been wiser to plan in-service for earlier in the week. At the same time, more sharing of field experiences among the advisors would have been much more attractive.

In view of the problems encountered in data preparing and data collecting, more time should have been spent in these areas during in-service. It is our hope that any future programs using Operation Bridge as a guide would certainly be

aware of these concerns at the out set. It is only through experience that we are able to test out certain ideas. We may then keep, refine and use that which is successful and discard that which is deemed ineffective.

APPENDIX I

STUDENT EVALUATION RESPONSES

STUDENT EVALUATION

Date May, 1981

Student Name (Optional) Total Responses - 118

Length of time in program Maximum - 3 years. Minimum - 3 weeks

Length of time with advisor Maximum 5 months. Minimum 2 weeks

1. Describe your relationship with your advisor.

Responses	104	99% positive	No response	14
Positive	103	01% negative		
Negative	1	88% responding		

2. Did the counselor understand you, your problem, and what you wanted?

Responses	116	100% Yes	No response	2
Yes	116	98% responding		

3. How often did you see your advisor?

Responses	116	98% responding	No response	2
		Average - once per week		

4. Did the advisor help you? How?

Responses	117	99% Yes	No help needed	1
Yes	116	01% no help needed		
		99% responding		

5. Do you feel that you are able to solve problems better now than before?

Responses	116	97% Yes	No response	2
Yes	113	03% No		
No	3	98% responding		

6. Have you changed any of your opinions about yourself since working with the advisor? How?

Responses	113	94% yes	No response	5
Yes	106	6% no		
No	7	96% responding		

7. Do you know more about community agencies?

Responses	113	88% yes	No response	5
Yes	99	12% no		
No	14	96% responding		

8. What would you change in the counseling process?

Responses	106	No response	12
No change	94		
Changes	12		

9. How would you rate your advisor? Why?

Responses	116	100% positive	
Positive		98% responding	
No response	2		

10. Name the next two steps you will take toward reaching your vocational and or academic goal.

Responses	106	100% positive	
No response	12	90% responding	

These responses included College, G.E.D. and job training.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

Responses	107	98% made own decisions
Made own decision	105	02% advisor made decisions
No response	2	91% responding
Advisor made decision	11	

12. Please complete this statement.

I am now more confident about getting a job because:

Responses	99	98% positive
Positive	97	02% unsure
Unsure	2	84% responding
No response	19	

RFB/gdb

SAMPLES N= 13

STUDENT EVALUATION OF ADVISOR SERVICES

STUDENT EVALUATION

Date May 13, 1981

Student Name (Optional) D. Sims

Length of time in program 2 years

Length of time with advisor 4 months

1. Describe your relationship with your advisor.
   Good. He seems very concerned with me and my problems.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes, very well.

3. How often did you see your advisor?
   Every Wednesday.

4. Did the advisor help you? How?
   He understands me very well when talking to me.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. More confidence about myself.

7. Do you know more about community agencies?
   Yes.

8. What would you change in the counseling process?
   Nothing.

9. How would you rate your advisor? Why?
   One hundred percent. Good person.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    Try G.E.D.
    Get a job.

NFR/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

Made my own.

12. Please complete this statement.
I am now more confident about getting a job because

My advisor and I want to work real bad.

RTB/gtb

STUDENT EVALUATION

Date 5-28-81

Student Name (Optional) George Hamilton

Length of time in program 4-14-81 to present

Length of time with advisor 6 visits

1. Describe your relationship with your advisor.
   Very comfortable and easy.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes.

3. How often did you see your advisor?
   Six visits because I was out sick for a while and when I came back, I had to catch up on my lessons.

4. Did the advisor help you? How?
   Yes. With the films and discussions.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How? Yes
   By working with the C.O.P.S. form and others.

7. Do you know more about community agencies?
   A bit more, yes.

8. What would you change in the counseling process?
   Nothing.

9. How would you rate your advisor? Why?
   Because she takes time with us and teaches us well. And takes time to listen to us individually. Very nice and good at her work.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    Study harder
    Make it successfully.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

I made them on my own with helpful suggestions from my advisor Mrs. Meeks.

12. Please complete this statement.

I am now more confident about getting a job because:

I can fill out the application now without a doubt.

STUDENT EVALUATION

Date 5-21-81

Student Name (Optional) _____

Length of time in program April - 81

Length of time with advisor April - 81

1. Describe your relationship with your advisor.
   seems very nice and understanding. Easy to talk to.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes.

3. How often did you see your advisor?
   8 weeks.

4. Did the advisor help you? How?
   Yes. Listen to my problem and gave me good advice.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I feel better about myself and that I will pass the test.

7. Do you know more about community agencies?
   No. Not relevant to my problem.

8. What would you change in the counseling process?
   No.

9. How would you rate your advisor? Why?
   10½. Good person.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    I will take the G.E.D. test and continue with college.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

12. Please complete this statement.
I am now more confident about getting a job because:

STUDENT EVALUATION

Date May 18.1981

Student Name (Optional) _____

Length of time in program 4 months

Length of time with advisor 4 months

1. Describe your relationship with your advisor.
   Open and friendly, easy to talk to.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes.

3. How often did you see your advisor?
   Weekly.

4. Did the advisor help you? How?
   Yes. He helped me realize my potential.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. More optimistic.

7. Do you know more about community agencies?
   Yes.

8. What would you change in the counseling process?
   Have counselor return more often.

9. How would you rate your advisor? Why?
   Excellent. Very understanding.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    1. Apply into program
    2. Begin program in September (WCCC)

MFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

I made my own decisions.

12. Please complete this statement.
I am now more confident about getting a job because:

I realize that I have a lot of potential to work with. I have a definite plan for preparing for my job.

FB/gdb

STUDENT EVALUATION

Date May 28, 1981

Student Name (Optional) Shari Haywood

Length of time in program 6 months

Length of time with advisor Jan - June

1. Describe your relationship with your advisor.
   Well we are alright.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes.

3. How often did you see your advisor?
   Every Wednesday.

4. Did the advisor help you? How?
   Yes. Helping me to get a job.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. Stuff I didn't know she told me about.

7. Do you know more about community agencies?
   Yes. YIEPP

8. What would you change in the counseling process?
   Nothing.

9. How would you rate your advisor? Why?
   one hundred percent. I think she is very nice.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    Pass G.E.D.
    Getting nurse training.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

I made my own decisions.

12. Please complete this statement.

I am now more confident about getting a job because:

I know what I'm supposed to do, how I should dress, and know how to answer the questions that may be asked of me.

RTB/gdb

STUDENT EVALUATION

Date April 29, 1981

Student Name (Optional) Vicki Zapata

Length of time in program September

Length of time with advisor Two months

1. Describe your relationship with your advisor.
   Very warm and friendly.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes, totally.

3. How often did you see your advisor?
   Every two weeks.

4. Did the advisor help you? How?
   Yes. I don't feel guilty about my feelings and I don't let people use me.

5. Do you feel that you are able to solve problems better now than before?
   Yes. All my problems.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I have great self confidence and motivation to do my own thing.

7. Do you know more about community agencies?
   Yes, local.

8. What would you change in the counseling process?
   Not one thing.

9. How would you rate your advisor? Why?
   Super. She knows her job well and helped me often.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    Finish the A.B.E. class
    Get my G.E.D.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

Yes. I have made my own decisions.

12. Please complete this statement.
I am now more confident about getting a job because:

I am able to learn more because I don't have as many problems.

KFB/gjb

STUDENT EVALUATION

Date 5-21-81

Student Name (Optional) _____

Length of time in program Jan. 81

Length of time with advisor March, 81

1. Describe your relationship with your advisor.
   Understanding and friendly.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes, and he was able to help me.

3. How often did you see your advisor?
   Once a week.

4. Did the advisor help you? How?
   Yes. He has motivated me to want to seek more education.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I have more confidence in myself now.

7. Do you know more about community agencies?
   Yes. Adult classes offered by Detroit Public Schools.

8. What would you change in the counseling process?
   No.

9. How would you rate your advisor? Why?
   Very good. As I said, I have more confidence in myself because of my counselor.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    I intend to pass G.E.D. test then enroll in WC[3].

RFB/gdb

STUDENT EVALUATION

Date 5-21-81

Student Name (Optional) _____

Length of time in program Jan. 81

Length of time with advisor March, 81

1. Describe your relationship with your advisor.
   Understanding and friendly.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes, and he was able to help me.

3. How often did you see your advisor?
   Once a week.

4. Did the advisor help you? How?
   Yes. He has motivated me to want to seek more education.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I have more confidence in myself now.

7. Do you know more about community agencies?
   Yes. Adult classes offered by Detroit Public Schools.

8. What would you change in the counseling process?
   No.

9. How would you rate your advisor? Why?
   Very good. As I said, I have more confidence in myself because of my counselor.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    I intend to pass G.E.D. test then enroll in WC[3].

RFB/gdb

STUDENT EVALUATION

Date 5-22-81

Student Name (Optional) Leonard Acquaviva

Length of time in program 3 months

Length of time with advisor approximately 12 hours

1. Describe your relationship with your advisor.
   The relationship between myself and my advisor was a relaxed one. We were able to discuss situations in general.
2. Did the counselor understand you, your problem, and what you wanted?
   I never discussed any particular problem, but yes, my counselor was able to understand my feelings on certain subjects.
3. How often did you see your advisor?
   About once a week, for an hour and a half. This was all the time my studies would allow.
4. Did the advisor help you? How?
   My advisor was able to help me in some ways by sharing with me her ideas and opinions.
5. Do you feel that you are able to solve problems better now than before?
   I feel that I am better able to solve problems now as a result of maturing, though the program has helped me in various ways.
6. Have you changed any of your opinions about yourself since working with the advisor? How?
   I have pretty much the same opinions of myself, only reinforced.
7. Do you know more about community agencies?
   Yes I do.
8. What would you change in the counseling process?
   Off hand I can't think of any necessary changes in the program.
9. How would you rate your advisor? Why?
   I give my advisor a high mark in dedication, for she took an active interest in the program and worked individually with the students.
10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    First, I will finish the classes necessary for my high school diploma, then I will proceed to enroll in a college, if possible at that time.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

I have made my own decisions in recent months.

12. Please complete this statement.

I am now more confident about getting a job because:

I am a little more informed about the profession of my choice.

RFB/gdb

STUDENT EVALUATION

Date 5-27.1981

Student Name (Optional) _____

Length of time in program Since January, 1981

Length of time with advisor Since March, 1981

1. Describe your relationship with your advisor.
   Very understanding and considerate. Always willing to help me with my problems.
2. Did the counselor understand you, your problem, and what you wanted?
   Yes. I enjoyed working with him.
3. How often did you see your advisor?
   From 20-30 minutes once a week.
4. Did the advisor help you? How?
   Yes. He talked to me and made me realize I wasn't the only one with problems.
5. Do you feel that you are able to solve problems better now than before?
   Yes. I really felt more dependent on someone before, now I don't.
6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I feel better about myself and my situation.
7. Do you know more about community agencies?
   Yes, more than before.
8. What would you change in the counseling process?
   More flexability for my counselor to have seen me other days and times.
9. How would you rate your advisor? Why?
   Excellent, because he was very understanding.
10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    Will take G.E.D. test, get a job, or go to college.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

Yes, I have made all my own decisions.

12. Please complete this statement.
I am now more confident about getting a job because:

I have more confidence, and I know Math and English better.

STUDENT EVALUATION

Date 5-27-81

Student Name (Optional) _____

Length of time in program Oct. 1980

Length of time with advisor March - 81

1. Describe your relationship with your advisor.
   He is a very understanding person and he is always there.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes.

3. How often did you see your advisor?
   Once a week.

4. Did the advisor help you? How?
   He showed me there is more to life. Yes.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes, I think more of myself now.

7. Do you know more about community agencies?
   Yes.

8. What would you change in the counseling process?
   Nothing I think they are doing a very good job.

9. How would you rate your advisor? Why?
   He is a very good person because he is always there.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.

    C.E.D. and then nursing school

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

I made all my decisions.

12. Please complete this statement.

I am now more confident about getting a job because:

I feel good about myself and I know were I am going.

STUDENT EVALUATION

Date 5-27-81

Student Name (Optional) _____

Length of time in program 10-80

Length of time with advisor 2-81

1. Describe your relationship with your advisor.
   Very understanding and a good listener.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes, very much so.

3. How often did you see your advisor?
   Once a week.

4. Did the advisor help you? How?
   Yes. Helped me to feel more confidence in myself.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I have a more positive outlook toward life.

7. Do you know more about community agencies?
   No, because they didn't involve me and my concern. I know more about Detroit Public Schools education programs.

8. What would you change in the counseling process?
   Nothing. Works fine the way it is now.

9. How would you rate your advisor? Why?
   Excellent. Very sincere and a good person.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    I will take the G.E.D. test.
    I will get into an apprentice program.

RFR/gdb

STUDENT EVALUATION

Date 5-27-81

Student Name (Optional) _____

Length of time in program 10-80

Length of time with advisor 2-81

1. Describe your relationship with your advisor.
   Very understanding and a good listener.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes, very much so.

3. How often did you see your advisor?
   Once a week.

4. Did the advisor help you? How?
   Yes. Helped me to feel more confidence in myself.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I have a more positive outlook toward life.

7. Do you know more about community agencies?
   No, because they didn't involve me and my concern. I know more about Detroit Public Schools education programs.

8. What would you change in the counseling process?
   Nothing. Works fine the way it is now.

9. How would you rate your advisor? Why?
   Excellent. Very sincere and a good person.

10. Name the next two steps you will take toward reaching your vocational and or academic goal.
    I will take the G.E.D. test.
    I will get into an apprentice program.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

I made all decisions on my own.

12. Please complete this statement.

I am now more confident about getting a job because:

I feel I am better equipped to pass employment tests and I also feel more confident in employment interviews.

RFB/gdb

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?

I made all the decisions by myself.

12. Please complete this statement.
I am now more confident about getting a job because:

I now have my G.E.D. completed and I feel more confident about being able to deal with my own life.

RFB/gdb

EVALUATIONS

STUDENT COMMENTS

Group counseling is a very rewarding program. It helps you to understand yourself and other people. It helps you to deal with problems that you don't understand. These kinds of program should be around the whole United States.

Brenda Mays

What I think of Mrs. Barrett's Counseling Class

Mrs. Barrett's sessions were very helpful to me. All the people who were in the sessions were friendly, helpful, and very open with each other. Not only were we close in the session but we were close out side of the class.

In the sessions we talked about a lot of things that are helpful to everybody. I think and do believe that if they keep the sessions going that a lot of people will make it through a career with happiness.

Still remain, J. Marquez

Wayne State University Seminars

These seminars are designed to help young people, and that is exactly what they did for me. If I hadn't gone to these seminars I don't think I would have decided to go to college. I picked up a lot of information that I will truly need in the future. In part, I have already been using a lot of information, that I got from these seminars. I don't want to go into details, but these seminars are a very great asset to young and old alike. Keep up the good work.

Sincerely,

Randy Walker

Group Counseling

The group counseling has done an awful lot for me. It helped me to determine which direction I would like to go. That is, to further my education. It also gave me a better insight on humans. A lot of things that I didn't know before or just never thought about, I learned in group counseling. The group counseling is a great asset and I think the program should be extended. Thanks to Mrs. Barrett.

Sincerely
Randy Walker

5-27-81

Seminar

The seminars were excellent. Dr. Hood was the person who inspired me the most. She made me take a good look at myself. She said because you have had a hard time coming up is no excuse for not becoming or achieving your goals in your life.

No one owes you anything, but you owe it to yourself and don't let anyone change your mind.

Nothing comes easy. One must work hard to accomplish their goal.

I enjoyed them all. I rate them excellent.

Eunice Hurst

5-27-81

Group Counseling

Group counseling has been a great experience for me, I have been able to be more open with other and have a better relationship with people in my social life and my community. I have found when life seems to have

no meaning you can be assured others around you also have problems. However, because of the problem you should not allow it to get you down. One must always believe in themself, think positive and don't allow others to make decisions for you.

I am please with the progress I have made and the confidence in myself. Mrs. Barrett, may God continue to bless you in all of your works. I can say from my heart you have been a great inspiration in my life and given me great motivation in furthering my education.

I can do it.

Eunice Hurst

APPENDIX II

ADVISOR TRAINING EVALUATION RESPONSES

ADVISOR TRAINING EVALUATION

NAME: Lynn Barrett

DATE: May 22, 1981

LOCATION: Ruthruff Adult Day Center

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults:**

   Explain in detail.
   The academic training gave me a feel for the counseling process. My field experiences (through the Probation Department and through the Psychiatric Clinic at Recorders Court) without a doubt enhanced my training by providing role models and practice experience.

2. **What suggestions would you make to improve the advisor training program?**
   More open communication from advisory leadership; permit input from advisors during in-service, also, address needs of advisors during in-service; a timeline for compilation of data rather than all at the end; advisory leadership should avail himself to advisor-trainees.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?** Course work would have been more effecti if extended. As it was, the academic preparation was too brief to provide the kinds of methodological and philosophical insights needed.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**
   Upon reaching the point of goal-seting (6.0).

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?** A philosophy relating to greater self-awareness was stressed in training, and it continues to be a priority among the objectives toward which I strive in my counseling practice.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**
   Approximately 70-75% was spent in personal counseling, while the remaining 25-30% was spent in academic and vocational counseling.

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?** Yes, it would be professionally enhancing as well as supportive of the cadre to have someone who would be receptive to addressing the kinds of concerns that befall us!

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.** The 18 through 23 year olds (both male and female) seem to struggl with the notion of "adulthood," and are thus reluctant to assume the responsibility for "self".

ADVISOR TRAINING EVALUATION

NAME: Rosalie Beck

DATE: May 29, 1981

LOCATION: Project C3

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults?**

   Explain in detail.
   I felt the classes were definitely effective and most beneficial. Although the agency contact helped to familiarize me with the drug problem, I did not have much opportunity to observe or be involved in the counseling process.

2. **What suggestions would you make to improve the advisor training program?**

   I would contact the counselor coordinators for input so that the agency sites could be screened better.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**

   I would definitely say yes.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?** I would say several areas 1. Identifying concerns 2. Establishing and maintaining reinforcers and 3. Deciding on goals provides a real important force towards change.

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**
   I feel that there is a practical application for all that we learned.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**

   Vocational - 40% Personal - 35% Academic - 25% approximately

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   I certainly do and I would like to see more college training being offered to the members of the adult advising cadre.

8. **Denote any problems that appear to be more efident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**

   I found a common problem existed with the developmentally disabled young male student. The emotional and social problems are very much the same as the rest of the population; however, solving these problems is more difficult because of the inherit problems resulting from a limited IQ.

ADVISOR TRAINING EVALUATION

NAME: Robert D. Cafagna

DATE: June 5, 1981

LOCATION: Adult Out-reach Secondary

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults:**

   Explain in detail.

   Yes, overall the classes, and internship provided me with the necessary working skills to function in the program. On going training is, I feel, essential for continued effectiveness.

2. **What suggestions would you make to improve the advisor training program?**

   1. Continued classes or class requirements 2. Various internship settings each individual 3. Better, more, interesting in-service.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**

   Yes.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**

   Midway through the counseling steps.

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**

   Yes.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**

   Personal - 35% Vocational - 30% Academic - 35%

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   Yes. vocational advisors Personal and emotional advisors

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**

   Blacks
   Race - disrupted family life, poverty and poor education
   Age - elders need better transportation, more information on social services.
   Sex - women need child care information, marital counseling.

ADVISOR TRAINING EVALUATION

NAME: Ellen, Gagliardi

DATE: May 27, 1981

LOCATION: Majeska Adult Education Center

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults:** Yes.

   Explain in detail.

   The opportunity to interview adult education students provided insights into problems peculiar to these particular clients.

2. **What suggestions would you make to improve the advisor training program?**

   More detailed outlining of adult student practical needs regarding employment, housing etc.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**

   There was an honest effort made to facilitate the correlation.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**

   Identifying concerns and respective goals provided sufficient impetus for change.

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**

   There is practical application.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**

   An approximate 75 - 80% of the counseling time is spent in vocational and academic areas with the remaining time devoted toward personal needs.

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   There is a need to direct adult students toward realistic vocational and academic goals.

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**

   The needs of adult students are universal in nature.

ADVISOR TRAINING EVALUATION

NAME: Berbena Lewis

DATE: May 28, 1981

LOCATION: Urban Adult Education Institute

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults?** Yes.

   Explain in detail.
   The academic training prepared me to work much more effectively in all respect, in my relationship with the students. I, also, gained a much greater insight about the working of agencies (drug abuse) and how they operate.

2. **What suggestions would you make to improve the advisor training program?**

   A definite plan of work should be established at the beginning of the program, with input from all administrators involved. Also, additional agency contact would be very helpful (2 different agencies).

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**

   Yes, very much so.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**
   7.0

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**
   Yes.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**
   50% 20% 30%

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**
   No, not at this time, because the need is more general than specific for the services rendered.

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**

   Those students who are without any skills or motivation to do anything constructively.

ADVISOR TRAINING EVALUATION

NAME: Berbena Lewis

DATE: May 28, 1981

LOCATION: Urban Adult Education Institute

1. Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults? Yes.

   Explain in detail.
   The academic training prepared me to work much more effectively in all respect, in my relationship with the students. I, also, gained a much greater insight about the working of agencies (drug abuse) and how they operate.

2. What suggestions would you make to improve the advisor training program?

   A definite plan of work should be established at the beginning of the program, with input from all administrators involved. Also, additional agency contact would be very helpful (2 different agencies).

3. Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?

   Yes, very much so.

4. In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?

   7.0

5. Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?
   Yes.

6. Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?

   50% 20% 30%

7. Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?

   No, not at this time, because the need is more general than specific for the services rendered.

8. Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.

   Those students who are without any skills or motivation to do anything constructively.

ADVISOR TRAINING EVALUATION

NAME: Berbena Lewis

DATE: May 28, 1981

LOCATION: Urban Adult Education Institute

1. Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults? Yes.

   Explain in detail.
   The academic training prepared me to work much more effectively in all respect, in my relationship with the students. I, also, gained a much greater insight about the working of agencies (drug abuse) and how they operate.

2. What suggestions would you make to improve the advisor training program?

   A definite plan of work should be established at the beginning of the program, with input from all administrators involved. Also, additional agency contact would be very helpful (2 different agencies).

3. Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?

   Yes, very much so.

4. In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?
   7.0

5. Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?
   Yes.

6. Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each studen.?
   50% 20% 30%

7. Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?
   No, not at this time, because the need is more general than specific for the services rendered.

8. Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.

   Those students who are without any skills or motivation to do anything constructively.

ADVISOR TRAINING EVALUATION

NAME: Berbena Lewis

DATE: May 28, 1981

LOCATION: Urban Adult Education Institute

1. Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults? Yes.

   Explain in detail.
   The academic training prepared me to work much more effectively in all respect, in my relationship with the students. I, also, gained a much greater insight about the working of agencies (drug abuse) and how they operate.

2. What suggestions would you make to improve the advisor training program?

   A definite plan of work should be established at the beginning of the program, with input from all administrators involved. Also, additional agency contact would be very helpful (2 different agencies).

3. Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?

   Yes, very much so.

4. In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?

   7.0

5. Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?

   Yes.

6. Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?

   50% 20% 30%

7. Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?

   No, not at this time, because the need is more general than specific for the services rendered.

8. Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.

   Those students who are without any skills or motivation to do anything constructively.

ADVISOR TRAINING EVALUATION

NAME: Cleo Maxie

DATE: May 29, 1981

LOCATION: Urban Adult Education Institute

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults?**

   Explain in detail.

   Most definitely. The academic training prepared me with a road map in which to help students. The contact at the court gave me the added insight to more effectively help students as well as an excellent person to work with and learn from.

2. **What suggestions would you make to improve the advisor training program?**

   A greater commitment from administrators - more agency contacts - in-service sessions that focused on suggested areas of interest.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**

   Yes, very compatable!

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**

   7.0

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**

   Yes.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**

   60% 20% 20%

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   Not really-a highly specialized person would not enhance this supportive service at this time.

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**

ADVISOR TRAINING EVALUATION

NAME: Casseta McGill

DATE: May 28, 1981

LOCATION: Lula Belle Stewart Center

1. Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults?

   Explain in detail.
   Through the advisor training I was able to understand many of the experiences the clients have, Helping the clients to identify problems, to set goals and objectives. Helping with self and others awareness etc.

2. What suggestions would you make to improve the advisor training program?

   To make sure that training does not overlap with the school year September to June. Also that field trips are kept to the minimum for cadre members.

3. Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?
   Yes.

4. In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?
   At the point of self and others awareness, when the clients began to experience more feeling of trust.

5. Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?
   Yes.

6. Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?
   50% of the time was spent on personal, 25% each on vocational and academic.

7. Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?

   Not at this point.

8. Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.

   I feel that the adolescent with low economic level has much more basic, and everyday living problems along with all the other emotional ones. It all relates to economic level, then I agree that there is more problems. I can't address the other area as a reason for having more problems.

ADVISOR TRAINING EVALUATION

NAME: Margaretta Meeks

DATE: May 29, 1981

LOCATION: Trombly Adult Day Center

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults:** Yes.

   Explain in detail.

   I became considerably knowledgable of the concerns of people and how they were dealt with by others.

2. **What suggestions would you make to improve the advisor training program?**
   A clearer understanding of what is to be expected by all involved. The relationsh between cadre members, directors, administrators, teaching personnel etc; should be one of harmony. Guidelines clear cut for all to follow, so that the pressures which most felt would not be a deterrent in the accomplishment of the goal, to make the worthwile much needed project, a success.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**

   Depending on the particular situation.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**

   7.0 becoming self-directed operational steps in 7.3 - 7.4.

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**

   In most cases.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**

   7 sessions, 1 hour and 35 minutes each.

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   Career development was a need requested by many of the students.

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.** Financial needs unmet Lack of employment opportunities. Professional assistance in problems that relate to social agencies. These needs were evident in both young and older students, races likewise.

ADVISOR TRAINING EVALUATION

NAME: Lucille A. Moore

DATE: May 22, 1981

LOCATION: Adult Services (Clubhouse)

1. Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults?

   Yes.

   Explain in detail.

   The training helped me gain the confidence that is necessary to be able to help adult students with their normal concerns.

2. What suggestions would you make to improve the advisor training program?

   Future trainees could benefit from two different internship contacts, instead of the usual one.

3. Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?

   Yes.

4. In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?

   7.5

5. Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?

   Yes.

6. Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?

   20% - 40% - 40%

7. Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area? No, Since adults experience various kinds of concerns and problems, I feel the advisor should be able to help with them all.

8. Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.

   None that I noticed in my contact.

ADVISOR TRAINING EVALUATION

NAME: James A. Rasberry

DATE: June 1, 1981

LOCATION: Majeske Adult Education Center

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults:** Yes.

   Explain in detail.

   The experience and the study gave me a foundation, starting point and confidence to move ahead.

2. **What suggestions would you make to improve the advisor training program?**

   Have more training and at least 2 collaborative agencies. Prepare the agencies far in advance.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**
   Yes.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**

   At the point where the client concentrated on the concern and established goals.

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**

   Yes.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**

   10% 40% 50%

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   Yes.

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**

   The problems we have do not seem to be group related.

(see page 2)

ADVISOR TRAINING EVALUATION

NAME: Wanda Rej

DATE: May, 1981

LOCATION: International Institute

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults?**

   Explain in detail.
   For the most part, yes, however more emphasis should have been placed on specific problems encountered by the typical adult education student especially as in my case with the ESL student. As a collaborative agency experience it would have been beneficial to spend some additional time learning about visa immigration matters which I had to do during this time.

2. **What suggestions would you make to improve the advisor training program?**

   More time should be spent on actual role playing situations or reading actual models using the Systematic Counseling method to deal with the typical problems experienced by our adult education students.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**
   To a greater or lesser degree. All the methods, techniques, approaches and philosophies taught in class could be adapted to comply and fit into the actual training period.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**

   6 - 7.0

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?** For the most part except that I have had to modify some of the steps involved in the process to best fit the needs of the individual students being counseled.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?** It breaks down to an almost equal division of 33 1/3 of the time in each of the areas. Needs varied at the various out-reach sites however.

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   Yes, especially with ESL students and agencies they come in contact with.

8. **Denote any problems that appear to be more efident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**
   Adjusting to life in the U.S., new moral standards, job practices, prejudice, red-tape, language, housing, cultural shock, dealing with government agencies, feelings of loneliness, displacement and not belonging are just some of the problems encountered by ESL students to a lesser or greater degree. Much depends on their individual personalities as to how well they learn to cope and adjust to a new life in

8. a totally new environment and society. It is essential for them, as well as for all people, to have someone they feel comfortable with, to confide in and seek guidance from. It is essential for an ESL advisor to be familiar with their problems in order to be of assistance to them. I hope that I have been able to provide this for them and hope to continue to do so next year.

ADVISOR TRAINING EVALUATION

NAME: Irene Sinclair

DATE: Jan. 8, 1981

LOCATION: Project C^3 - Lula Belle Stewart Center

1. **Did your advisor training, both academic and experiential (contacts at collaborative agencies), effectively prepare you to deal with the problems of adults?**

   Explain in detail.

   Lula Belle Stewart was a new experience for me. It prepared me to deal with unwed parents and some of their problems. It also, taught me some aspects of the agency's organization. Academic classes were effective and helpful.

2. **What suggestions would you make to improve the advisor training program?**

   A clearer definition of the expectations of the advisors during the training would make the experience more efficient.

3. **Are the methods, techniques, approaches, philosophies taught in class consistent with those used in training?**

   At first they were not in complete harmony with the techniques taught because the advisor was primarily observing. Later on in the training more student involvement made the techniques useful.

4. **In general, at what point did you begin to notice behavioral and attitudinal changes in the student based on the Schematic Chart Systematic Counseling?**

   Goal setting and establishing concerns are the areas where I observed most change.

5. **Is the counseling process that you are currently using commensurate with the philosophy of the training received in the social agencies and at the university?**

   Yes, necessity for a systematic approach became more obvious each day.

6. **Approximately what percentage of time did you spend in each of the counseling areas (personal, vocational, academic) with each student?**

   2/5 - personal 2/5 - vocational 1/5 - academic

7. **Do you see a need for an advisor specialist, one whose training would have special emphasis and concentration in a specific area?**

   A consultant would be helpful so that special concerns could be explored by the advisor as he/she helps student.

8. **Denote any problems that appear to be more evident in specific groups of students. Examine this question from the perspective of race, age, sex, religion etc.**

   Young adults have considerable difficulty setting priorities and order in their lives educational goals seem to be important to most of our students but they have great problems with maintaining the necessary direction.